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ABSTRACT

In the last decade, curriculum specialists in the Language Arts have expanded the field to include listening. A compelling reason for increasing the listening training of first grade and preschool children lies in their "listening readiness." They are required to listen for information in order to learn, follow directions, participate in discussion and planning, etc. The relationship between listening test scores and various abilities and characteristics of the listener have often been investigated. Some factors in the listener found to be influencing comprehension are recognition of correct English usage, size of the listener's vocabulary, ability to make inferences, and ability to structuralize speech. Factors in the speech, such as difficulty and organization of content, and environmental factors, such as closeness of speaker, play an important part in determining listening effectiveness. Four different approaches to teaching listening are noted in this paper: direct, indirect, integrated, and eclectic. The field of listening has catapulted into language arts prominence in the last 15 years. Irrefutable findings are few, and those reported here represent only a start in a promising art. (CK)

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THE IMPLICATIONS OF EARLY EDUCATION STIMULATION IN LISTENING FOR TEACHER EDUCATION

Dwight L. Freshley and Richard Rea

In the last decade, curriculum specialists in the Language Arts have expanded the modern trivium of reading, writing, and speaking to include listening. The logic of this development is clear. If reading is the receiving counterpart of the "sending art" of writing, then listening should be recognized as the counterpart of speaking.

But recognition as a family member does not solve the definition problem let alone the problems of curricular construction and implementation. Like any new progeny, this latecomer into the Language Arts must be named and nurtured.

It will be the purpose of this paper to define listening as a process, classify its types, demonstrate need for its improvement, summarize some of the results of research in the area, and describe selected methods of teaching it.

DEFINITION

Listening will be defined as the selective process by which sounds coming from some source are received, recognized, and interpreted by a person in terms of past experience and future action. Though the term auding has been introduced (14) to eliminate the ambiguity of the word listening, it has not gained wide acceptance.

Though the index in Duker's Listening Bibliography (25) lists thirty-nine kinds of listening, the classification of Barbe (7) into appreciative, critical, and discriminative is most useful.

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NEED FOR LISTENING IMPROVEMENT

In determining reasons for the teaching of listening we are inevitably taken back to Rankin's 1928 study (73) which pointed up listening in adults as the most frequently used communication skill, comprising 42 per cent of the communication time as compared to reading 15 per cent; talking, 32 per cent; and writing, 11 per cent. Miriam Wilt's classroom observations led her to conclude that 54 per cent of the elementary children's classroom time was spent listening to the teacher. (87) This is not to infer that we should spend a proportionate amount of time on listening instruction. There does not, however, seem to be any standard offering for teacher training if Markgraf's 1960 study (61) is representative. He found that 84.3 per cent of his educator respondents believed that high school and elementary teachers should endeaver to teach listening, but only 44.5 per cent of the instructors included a unit on methods of teaching listening in either Speech, English, or Education courses.

A compelling reason for increasing the listening training of first grade and pre-school children lies in their "listening readiness." Armstrong (5) estimated the listening vocabulary of the six and one half-year-old at 3048 with a contrasted 648 visual vocabulary. To benefit from this head start aural vocabulary, pretested, successful listening methods need to be introduced and efficient listening habits inculcated early. Further, since parents and teachers do not seem to agree on identifying poor listeners (80) it would seem that the sooner the child is exposed to the more receptive environment, the better.

When we ask simply why children listen the need is again underscored. They are required to listen for information in order to learn. They need to be able to listen in order to follow directions, to participate in

discussion and planning, to become courteous, to become discriminating and critical, and to use listening for appreciation and enjoyment. These, then, should be the basic goals of any listening program.

That we fail to achieve these objectives in early school is apparent in the number of poor listeners we confront as adults. According to Nichols (66), who has published more than anyone else on this subject of listening, ten poor listening habits are: (1) calling a subject dull, (2) criticizing a speaker, (3) getting over stimulated, (4) listening only for facts, (5) trying to outline everything, (6) faking attention, (7) tolerating distraction (8) choosing only what is easy to listen to, (9) allowing emotion-laden words to interfere with listening and (10) wasting the time differential between speech and thought speed.

As Sister Mary Weir expressed it, "A world that listens nearly half the waking hours needs teachers who think skill in listening is important." (82) For this and the other reasons above, the need for programs of listening seems valid.

FACTORS AFFECTING LISTENING

Factors in the speaker.

Does the speaker's behavior affect the listener's recall and retention? No studies have shown this on the primary level, so other representative findings will be noted. Knower, et al. (51) found that, where there is equal quality of performance, speaking from memory is more effective in securing comprehension and retention by the listeners than reading a speech from a text. Nichols (66) found the audibility of the speaker to be an influencing factor although Kavanaugh's (48) investigation of the most comfortable listening levels for the speech revealed a wide variation among listeners.

Fergen (35) presented material orally at 80, 130, 180 and 230 words per minute and found that listening comprehension was best at 130 words per minute with satisfactory comprehension at all speeds. Compressed and "chopped" speech studies show promise of increasing the words per minute. At a given speed the degree of intelligibility of speeded speech is significantly higher when the tape is chopped than when the tape is merely run rapidly. The size of the chop is the critical factor. (36, 37) Adding key redundant words increases comprehension. (32)

Factors in the listener.

The relationship between listening test scores and various abilities and characteristics of the listener have often been investigated. Since 1948, for example, thirty-one studies have included correlations between intelligence and listening. All of the correlations the writers could locate were positive with fifteen being above .50. Fourteen of the studies used elementary school populations. In the Fergen study above, though intelligence appeared to have a positive relationship to listening at each rate of oral presentation, at no rate did the relationship appear substantial enough to justify the use of an intelligence test as an instrument for the prediction of listening comprehension. Also, Pratt concluded that the effectiveness of instruction in listening was shown to be independent of levels of intelligence (72). Finally, it seems to be a fact that those of lower intelligence tend to depend more on listening than on reading.

A different result appears in the relationship of listening and school achievement. When the effect of mental ability was held constant, Baldauf found that the relationship was very low. (6)

In Kegler's study (49) of grades 8, 10, and 12, he concluded that students (especially boys) who are poor readers are likely to have larger listening vocabularies than reading vocabularies. Though most studies show no sex

differences in listening King found boys tend to return high mean scores on oral tests and girls on the visual tests. (50)

Other factors in the listener found by Nichols to be influencing comprehension are recognition of correct English usage, size of the listener's vocabulary, ability to make inferences, ability to structuralize a speech, listening for main ideas as opposed to specific facts, use of special techniques while listening to improve concentration, real interest in the subject discussed, emotional adjustment to the speaker's thesis, ability to see significance in the subject discussed, curiosity about the subject discussed, and physical fatigue of the listener. (66)

Factors in the speech.

Under this general heading are found studies concerning difficulty, organization, and repetition of speech content. For example, Goldstein (39) found, as one might predict, that superiority of listening is greater when easy materials are used than when difficult materials are used. Beighley's experiment (11) with college students showed that the degree of organization of a speech had little effect on comprehension and Ehrensberger (31) reported that repetition either early or late in a speech has a positive effect on recall.

Factors in the situation.

Environmental factors sometimes play an important part in determining listening effectiveness. Henneman (45) and Nichols (66) found that distraction does interfere significantly with listening comprehension and O'Neill (68) showed that college speech students were more proficient in listening to consonants, vowels, words, and phrases, when they could see the speaker at close range than when they did not see him.

Relation to other Language Arts.

Though it is not the purpose of this paper to consider this broad topic at any length, two or three observations should be made. The oral presentation seems to be most effective with children with a mental age of 13 and below. Those above 13 do better with visual presentation. (18) As a result of Welsh's factor analysis of sixty first through third graders, he concluded that listening ability is a central factor with no direct relation to reading ability. (83) This is not borne out by Hall, for example, who states that listening is not a generalized ability but a cluster of specific abilities closely related to the listening task. (41) Other studies show that the poorest readers tend to be the best listeners.

The same kind of contradiction occurs in trying to synthesize other research. Following a review of research done to determine whether reading or listening was superior, Witty concluded that any difference in learning efficiency may be traced not to the visual or to the auditory presentation but instead to factors such as the difficulty or nature of the material to be learned, the way in which it is presented, and its suitability in terms of the experience and interests of the group. (68) We would concur with Witty's further observation that we should stop trying to assign superiorities and begin to assess what relative emphasis should be given to silent and oral presentations throughout the elementary grades.

METHODS OF TEACHING LISTENING

If the need for better listening is pressing and results of research indicate significant improvement from training in listening, when and how, hen, should we teach this skill?

Four different approaches to teaching listening have been noted: direct, indirect, integrated, and eclectic. (10) The direct method would include

such activities as these: 1. The teacher reads selections to the class and the children select the main idea from possible answers read to them. Allowing the children to prepare their own selections to be read to the class for purpose of selecting of main ideas may well follow. 2. While listening to a selection, the class lists the transitional words or phrases they hear. (14)

The indirect method assumes that in the teaching of other subjects, especially in the primary grades, there is inevitably a substantial amount of listening being taught since responses must be made to giving directions, requests to relate "what the story was about," and the like.

Sister Mary Weir has exemplified the integrated approach by making an analysis of the McKee English Series for activities which when used for one purpose can at the same time be used to develop listening skills. (62) In a columnar breakdown, she matches the texts' content with the following oral language situations:

A. Telling stories
B. Using the telephone
C. Making reports
D. Following directions
E. Enjoying poetry
F. Participating in dramatizations
G. Telling creative stories
H. Telling riddles
I. Making introductions
J. Relating personal experiences
K. Holding conversations
L. Giving descriptions
M. Improving one's vocabulary
N. Using words correctly

In another column are listed the objectives for developing the specific skill desired. From this breakdown, the teacher should increase the skill of the child in six different types of listening: 1. Conversational; 2. Appreciational; 3. Creative; 4. Exploratory; 5. Critical; 6. Intent.

The eclectic approach purports to draw from all methods depending on the grade, subject, level of class, etc.

Basic principles of learning which seem to apply to the teaching of listening in the elementary school have been stated by Lewis. (42)

A. Children learn what they practice.

B. Children need to understand what it is that they are trying to learn.

C. Children need to become aware of their ability to listen.

D. Children need opportunities to discover that they can improve their listening ability.

E. Oral reading should be taught so that it fosters good listening.

F. Oral language is taught with an emphasis upon communication.

G. Children have opportunities to listen to difficult material read to them by the teacher.

H. Individual differences in listening should be recognized.

How these principles are implemented in the curriculum illustrated by experts from three schools' curriculum handbook or bulletin. (61)

A. New York City Board of Education, Language Arts, Grades 1-6. Curriculum Bulletin, No. 4, 1954-55 Series.

1. Communication skills are interdependent.

2. They have three levels for grades one through six; listening situations are offered as well as the characteristics for the good listener.

3. For example, at the first level (grades 1-2) the listening situations presented included listening to: (1) the speaker in conversation and dramatization, (2) the dictation of others, (3) simple directions (4) stories, puzzles, and poems, (5) the teacher reading passages from books to answer questions, and (6) mechanical devices such as radio, television, records, sound motion pictures, public address systems, and such sounds as bells, the wind, the clock, machinery, and birds in order to develop concepts as louder, softer, harsh, and shrill.

B. Brentwood Public Schools, A Handbook in Language Arts - Speaking, Writing, Listening, and Handwriting. Brentwood 17, Missouri, Compiled, 1952-53.

1. Included in the handbook are the following suggestions for classroom teachers.

(1) teachers should be sensitized to the importance of skillful listening as a factor in intelligent communication.

(2) children should have more experiences in planned speaking and listening with their peer groups - with less time devoted to listening to the teacher.

(3) group discussion should be emphasized.

(4) oral reading should consist of materials that are fresh, interesting, and meaningful to the children.

(5) a wide variety of listening experiences should be introduced into the classrooms.

C. Akron Public Schools, Curriculum Handbook - Reading and Literature, Oral and Written Communication. Akron, Ohio, 1956.

1. The teacher plays an important role in preparing the class for listening. She can be most helpful in this respect if she: (1) Regards what the child has to say as important, (2) Helps the pupil choose content suitable to the interest and maturity of the group, (3) Plans with the children so that they sense the purpose for which they are listening in a given situation, (4) Helps the group set up standards for listening, (5) Provide many opportunities for child participation by answering, questioning, adding to, and discussing what they have heard, (6) Makes provision for children to participate in follow-up experiences in drawing, dramatization, telling, constructing and writing, (7) Guides children to judge the value of what they have heard, (8) Plans seating arrangements so that the children may face one another, and (9) Adjusts the length of listening time to the maturity of the group.

2. A list of questions are presented so that a child may check his own listening habits. Several of the more important questions are (1) Do I get ready to listen? (2) Do I look at the speaker? (3) Do I keep my mind on what is being said? (4) Can I select the main idea? (5) Can I recall in sequence? (6) Can I follow directions I hear? (7) Can I retell what I hear?

IMPLICATIONS

The necessity of relating results of studies directly related to listening has precluded our drawing from other potentially productive areas such as psychology, social psychology, psycholinguistics, etc., whose research in more basic processes such as perception and learning may well modify what we write tomorrow. Some studies mentioned here of course were based on the newer learning theories. In the annotated bibliography to follow, most studies are drawn from the elementary school level.

An interdisciplinary approach may well be the only answer to the continuing problem of definition which continues to plague the field. Exactly what skills does this part of the language arts include? By factor analysis, Welsh (83) concluded that auding ability is a central factor with no direct relation to reading ability. This was done before Brown and Carlsen or the STEP tests were standardized, however. Do most of the sub-tests on current listening tests simply measure intelligence? The vague fear that we may be chasing "aural shadows" prompts the author to want to isolate factors upon which "listening experts" can agree.

On the brighter side, certainly the advent of the "new English" with its emphasis on good literature will make listening, however it is defined, more attractive to teach. But if we have returned to the ancients (with Greek

mythology) for upgrading our content, we must anticipate the future in planning our methods. The trends of the recent past become the standard procedure in many cases of the future. For example, downgrading is implicit in this study. The next step will be to write a series of listening training exercises for kindergarten and/or nursery school children dealing with such factors as following directions, discriminating between sounds, identifying rhymes, grasping the main idea of a passage, recognizing relationships, using contextual clues to get a main idea, and drawing inferences. In devising methods of stimulation the possibilities of compressed speech, television and programed series, including vocabulary and storytelling lessons, are being considered.

Out of the training exercises might be developed a listening readiness test which would diagnose for listening deficiencies, help increase the efficiency of returning information, and would help predict reading readiness.

The field of listening has catapulted into language arts prominence in the last fifteen years. Irrefutable findings are few and those reported here represent only a start in a promising art. Our efforts will have to be redoubled to enable this art to provide students with new methods of efficiency to keep pace with the exploding knowledge about us.

BIBLIOGRAPHY

1) Anderson, Lorena and Frackenpohl, Helen. "Listen My Children and You Shall Hear . . ." Reading Newsletter 26. Educational Development Laboratories, Inc., Huntington, N. Y. November 1962, p. 1-15.

The authors suggest that the most important emphases in teaching listening are on syntax and on evaluating speakers' ideas.

2) Anderson, Rhea, Minshall, Lucille, and Comfort, Iris Tracy. "How to Teach Better Listening." N.E.A. Elementary Instructional Service Leaflet. Washington: National Education Association, 1962.

A compact statement of the essentials of the teaching of listening. Suitable for distribution to a school staff as an introduction to this topic.

3) Anilla, Sister Mary. "Accuracy Is the Goal: Language Skills." National Catholic Educational Association Bulletin 60(1):402-07, August 1963.

Common factors in all language arts are vocabulary, auditory discrimination and organization of ideas. Physiologically and psychologically listening comes first and thus undergirds the whole language arts program. Listening is a difficult process of thinking; a process by which what is heard is weighed, analyzed, sorted, related, classified, evaluated and judged.

The primary-grade child is receptive to the teaching of listening skills when he is interested in what is being said and when the general atmosphere is conducive to listening.

4) Applegate, Mauree. "To Listen Imaginatively." Grade Teacher 74(4):38, December 1956.

Some specific techniques for teaching listening at the elementary school level: encourage children to have a purpose in listening; use the information listened to in some way; play listening games; have older children learn to make notes on speaker's remarks; urge children to see mental picture of what they are listening to and to evaluate the speaker and the content of the speech.

5) Armstrong, Hubert Coslet. The Relationship of the Auditory and Visual Vocabularies of Children. Doctoral dissertation. Stanford, Calif.: Stanford University, 1953. Abstract: Dissertation Abstracts 13: 716, 1953.

Using 200 students in grades 1-8 as subjects, the author found that differences in the means of auditory and visual vocabularies of children may be measured with high statistical significance for ages six to ten, and with a significance level of .03 or greater at ages eleven and twelve.

The following vocabulary developments were estimated:

Age	Visual	Auditory
6 1/2	648	3048
7 1/2	1184	3476
8 1/2	1900	4240
9 1/2	4040	5120
10 1/2	6040	6600
11 1/2	6080	6640
12 1/2	7240	7480

The author concludes that the size of the vocabulary is direct evidence of potential improvement in ability to read and that visual vocabulary is itself a measure of reading achievement.

6) Baldauf, Robert John. A Study of a Measure of Listening Comprehension and its Relation to the School Achievement of Fifth Grade Pupils. Doctoral dissertation. Boulder, Colo.: University of Colorado, 1960.

The author administered the STEP Listening Test, Stanford Achievement Test Battery, and the Otis Mental Ability Test to 352 Cedar Rapids, Iowa, fifth graders and made the following conclusions.

1. There is a strong relationship between listening and school achievement. (.82 correlation with total achievement battery.)

2. The relationship between listening and mental ability is substantial. (.59 correlation.)

3. The relationship between listening and school achievement with the effect of mental ability held constant is very low. The partial first-order coefficients between the scores on the listening test and the scores on the various subtests ranged from .03 to .29.

4. A centroid factor analysis suggests the presence of a general factor which was named verbal comprehension.

7) Barbe, Walter B. and Meyers, Robert M. "Developing Listening Ability in Children." Elementary English 31:82, February 1954.

8) Beery, Althea. "Experiences in Listening." Elementary English 28:130-32, March 1951.

Teachers need to analyze their own listening habits and encourage thoughtful study of listening situations by children. As children develop concern for their own listening competence a more effective meeting of minds in the classroom will occur as a result.

9) -----. "Interrelationships Between Listening and Other Language Arts Areas." Elementary English 31:164-72, March 1954. Reprinted: National Conference on Research in English. Interrelationships Among the Language Arts. Chicago: National Council of Teachers of English, 1954, p. 34-42.

Since listening and reading are closely related, the elementary school teacher should take advantage of this fact by developing both reading and listening simultaneously and not attempt to thwart a relationship between the two.

10) -----. "Listening Activities in the Elementary School." Elementary English Review 23:69-79, February 1946.

Specific suggestions for the teacher of listening at the elementary level include: sensing the relationship between listening and other phases of communication; understanding the psychological process of listening; providing conditions in the classroom that are conducive to listening; utilizing opportunities for listening; understanding the developmental levels and goals of the listening process; and being alert to new equipment and devices which will aid the program of teaching listening.

11) Beighley, Kenneth C. An Experimental Study of the Effect of Four Speech Variables on Listener Comprehension. Doctoral dissertation. Columbus, Ohio: Ohio State University, 1952. Excerpts: Speech Monographs 19: 249-58, November 1952 and 21:248-53, November 1954, and Journal of Communication 2(2):58-65, November 1952.

12) Bird, Donald E. "Listening." NEA Journal 49(8):31-33, November 1960.

13) Blake, Howard E. "A Code for Teachers of Listening." Elementary English 39:48-49, January 1962.

A twenty point list of essentials for a teacher of listening is given with emphasis on the need for integrating the teaching of listening with all other school subjects.

14) Brown, Donald Pardie. "Concepts and Practices in Teaching Aural English." English Journal 45:540-46, December 1956.

15) Burns, Paul C. "Teaching Reading in the Elementary School." Elementary English 38:11-14, January 1961.

According to the author, the best way to interest teacher-trainees in learning about teaching listening is to give them an advanced level listening test. Eight-item bibliography.

16) Canfield, George Robert. "Approaches to Listening Improvement." Elementary English 35:525-28, December 1958.

17) Cashman, Mildred Berwick. "Channel L-I-S-T-E-N." Education 82:50-52, September 1961.

Mispronunciation by young children may, in some cases, be a sign of difficulty in listening rather than speech difficulty. Cashman suggests giving listening practice in the elementary grades on three levels: specific concepts without details; with some detail; and with many details.

18) Caughran, A. M. The Effect on Language Comprehension of Three Methods of Presentation. Doctoral dissertation. Columbia, Mo.: University of Missouri, 1953. Abstract: Dissertation Abstracts 13:1113, 1952.

Material was presented visually, orally, and as a combination of visual and oral to 500 Kirkwood, Mo., elementary school children. For mental ages 11 through 15 reading-listening is the most effective means of comprehending material of the type used in this study. Children with mental ages above 13 did better visually than orally. The opposite was true of children with mental ages of 13 and below.

19) Cole, Sister Mary Ethel. The Effect of Intensive Instruction in Listening Comprehension with Different Intelligence Groups in Grade One. Master's thesis. Milwaukee, Wisc.: Cardinal Stritch College, 1961.

Using a group of 141 first-grade pupils in four classes as subjects, the author found that a 15-minute daily listening lesson for some groups resulted in substantially greater improvement for them in both reading and listening compared to the reading and listening ability of groups having only conventional language arts instruction.

20) Commission on the English Curriculum of the National Council of Teachers of English. Language Arts for Today's Children. New York: Appleton-Century-Crofts, 1954. Chapter 4, "Listening," p. 71-105.

This thought-provoking discussion of the role of listening in the elementary classroom deals with reasons for teaching listening, the nature of listening, conditions fostering effective listening, developmental levels in listening, classroom activitives involving listening, and ways of improving listening ability. It is emphasized that listening should be developed in a general language arts context rather than as an isolated separate item in the curriculum.

21) Crink, Cedric L. and Buntley, Arline. "Learn to Listen." Grade Teacher 72(3):51+, March 1955.

Nine kinds of listening that should be taught in the elementary school are listed: casual, conversational, background, appreciative, creative, explanatory, interrogative, concentrated, and critical.

22) Dawson, Mildred A. and Zollinger, Marian. Guiding Language Learning. Yonkers, N. Y.: World Book, 1957. Chapter 7, "Helping Children to Listen Effectively," p. 160-92.

The authors suggest, as means for developing more effective listening on the part of pupils, that the classroom atmosphere be relaxed, comfortable, and quiet, and thus conducive to listening; that the teacher take advantage during the day of opportunities for listening; that children sense a suitable purpose for listening; that pupils be led to expect meaning whenever they listen; that pupils be prepared for what they are about to hear; that long periods of listening be broken up by other activities; that the occasion for listening suit the circumstances and the maturity level of the children; that pupils be guided in evaluation of what they hear; that opportunities be arranged for the reproduction of the material listened to; and that children set up standards for effective listening.

23) Dills, Eva. L. Listening the Key to Learning, Including the kesults of Listening Projects Carried out in the Alfred I. DuPont and Faulk Road Schools, Wilmington, Delaware. Master's thesis. Newark, N. J.: New Jersey State Teachers College at Newark. 1955.

This is a good review of the importance of listening in various aspects of social living. A fourth grade program to improve listening is described. It included reading stories aloud, practice telephone conversations, following directions, emphasis on listening on trips, vocabulary practice, socio-drama to illustrate courtesy, and writing or taping contents of oral presentations.

24) Doyle, Loretta. "Methods for Improving Oral Expression in Kindergarten Through Grade Three." In Oral Aspects of Reading, Proceedings at the Annual Conference on Reading, Chicago: University of Chicago Press, 1955, p. 36-39.

Good speech patterns help listening habits grow. Speakers must be made aware of their responsibility to their listeners. Teachers should not insist that children listen to ill-prepared speakers or to material beyond their understanding. One of the best aids to oral reading is responsiveness of the listening group.

25) Duker, Sam. Listening Bibliography. New York: The Scarecrow Press, 1964. The most current, definitive bibliography; contains 888 annotated items.

26) -----. "Goals of Teaching Listening Skills in the Elementary School." Elementary English 38:170-74, March 1961.

The ten qualities that should be developed in the elementary school teaching of listening skills are the art of actually listening, selective listening, skillful listening, critical listening, courteous listening, attentive listening, retentive listening, curious listening, reactive listening and reflective listening.

27) -----. "How Listening Can Be Taught." Instructor 64(9):35+, May 1955.

A description of the actual experiences in teaching listening of a group of elementary school teachers.

28) -----. "Teaching of Elementary Science and Listening," Science Education, 42:341-44, October, 1958.

Duker establishes a definite relationship between the skills of a good listener and those skills which a science teacher now hopes to inculcate along with the learning of factual material, namely: critical, reasoning, problem solving.

He emphasized the responsibility the science teacher has in the teaching of listening and then lists the propositions derived from research on listening which he felt significant to the teacher who will teach listening. Following this, is a list of suggestions and practical methods for the science teacher (and other teachers) in giving students instruction in listening.

Some of the ways in which this may be done are as follows:

1. An emphasis on following oral directions accurately. Science experiments are ideally suited to this purpose. Directions should be given clearly and explicitly. The suggestion sometimes made that in order to improve listening ability the directions should not be repeated, does not appear to be well taken. Emphasis should, however, be placed on the desirability and necessity for attempting to understand them on the first occasion on which they are given.

2. Science lessons are ideally suited to teaching proper techniques of note-taking. Such note-taking can be very effective aid to efficient listeners when emphasis is placed on them as means of following the outline of what is being said.

3. The application of principles of scientific thinking to the analysis of radio and television speeches and discussion programs for the purpose of detecting propaganda devices and illogical non-sequiturs.

4. Practice in distinguishing that which one already knows from what is being said.

5. Practice in listening for ideas as well as to ideas.

6. Practice in listening to other pupils as well as to the teacher.

29) Eastman, Milton. "Listen!" Grade Teacher 81(1):56+, September 1963.

Elementary school teachers should not talk continuously. They should use plesant, modulated voices, not resort to tiresome repetition, and be more aware of the physical limitations of individual pupils. If good listening habits are to be taught, focus must be on listening throughout the day. A list of activities useful to the teaching of listening is given.

30) Edgar, Kenneth Frank. The Validation of Four Methods of Improving Listening Ability. Doctoral dissertation. Pittsburgh, Pa.: University of Pittsburgh, 1961. Abstract: Dissertation Abstracts 22:1084, 1961.

Using as subjects 340 fourth through sixth grade children in an eight week experiment, the author found that the experimental group made a significantly greater gain in listening ability. The results were measured by an author-made test. Listening was taught by practice on taped material: expository, continued story of adventure, unconnected paragraphs, and word lists. The listening test, the text of which is given, was designed to measure ability to observe single details, to keep related details in mind, to remember a series of details, to follow oral directions, to use contextual clues, to recognize organizational elements, to differentiate main and subordinate ideas, and to draw justibiable inferences.

31) Ehrensberger, Ray. "An Experimental Study of the Relative Effectiveness of Certain Forms of Emphasis in Public Speaking." Speech Monographs. 12:94-111, 1945.

32) Fairbanks, Guttman, Newman, and Miron, Murray S. "Auditory Comprehension in Relation to Listening Rate and Selective Verbal Redundancy." Journal of Speech and Hearing Disorders 22:23-32, March 1957.

33) Fawcett, Annabel E. The Effect of Training in Listening Upon the Listening Skills of Intermediate Grade Children. Doctoral dissertation, Pittsburgh, Pa.: University of Pittsburgh, 1963.

With a population of 638 pupils in grades four, five, and six of four elementary schools in Western Pennsylvania, using the California Test of Mental Maturity (1957), the Iowa Basic Skills Test, and the Sequential Tests of Educational Progress (STEP) Listening Forms 4A & 4B, the following results were found in this study:

Correlations with listening ability declared significant at the one per cent level were those of: mental age .451; reading comprehension .585; total language .537; arithmetic concepts .540; chronological age .280; and school grade .352.

Other conclusions warranted are.

1. Students who receive listening instruction evidence significant improvement, whereas those students who do not receive such instruction, do not.
2. Listening is a skill which can be improved through instruction.
3. Boys and girls do not differ significantly in listening ability.
4. Children's ability to use reference materials is significantly related to listening ability and the degree of relationship is higher than that between listening ability and language usage.
5. A child's report card grades in reading, language, and arithmetic are not so closely related to listening ability as scores obtained on standardized achievement tests in each of these respective areas.

34) Fessenden, Seth A. "Levels of Listening -- A Theory," Education, 75, (January, 1955), 288-291.

Fessenden separates listening into levels saying, "The teaching of listening should tend to encourage variation in level, flexibility for shifting of levels, and the choice of the most appropriate level for the occasion. The first level is that in which we learn to isolate sounds ideas, arguments, facts, organization, and the like. The second level is that in which we learn to identify or to give meaning to those aspects which we have isolated. The third level is that in which we learn to integrate what we hear with our past experiences. The fourth level is that in which we learn to inspect the new, and the general configuration of the new and the old data. The fifth level is that in which we learn to interpret what we hear. The sixth level is that in which we learn to interpolate comments and statements that we hear. The seventh level is that in which we learn to introspect as well as listen."

35) Fergen, Geraldine K. Listening Comprehension at Controlled Rates for Children in Grades IV, V, and VI. Doctoral dissertation. Columbia, Mo.: University of Missouri, 1954. Abstract: Dissertation Abstracts 15:89, 1955.

36) Garvey, W. D. Duration Factors in Speech Intelligibility. Master's thesis. Charlottesville, Va.: University of Virginia. 1949.

37) -----. An Experimental Investigation of the Intelligibility of Speeded Speech. Doctoral dissertation. Charlottesville, Va.: University of Virginia, 1951. Summary: "The Intelligibility of Speeded Speech." Journal of Experimental Psychology 45:102-08, February,1953.

38) Goldmark, Bernice. The relation of visual perception, auditory perception and one aspect of conceptualization to word recognition. Doctoral dissertation. Tuscon, Ariz: University of Arizona, 1964.

The hypotheses tested in this study were: (1) auditory perception has a significantly higher positive correlation with word recognition than does visual perception at the second grade level, and (2) categorization, one aspect of conceptualization, has a significant positive correlation with word recognition at this level. The study also examined individual and group profiles of subjects ranking high and low in word recognition ability for patterns of similarities and differences.

The subjects were eighty-three children in an average socio-economic neighborhood, reading on a second grade level.

Auditory perception correlated .235 with word recognition but was not significant at the .01 level. None of the correlations between auditory perception and the word recognition subtests were significant at the .01 level. Categorization correlated .614 with word recognition significant at the .01 level. All of the correlations of categorization with word recognition subtests were significant at the .01 level. Thus, the first hypothesis that auditory perception has a significantly higher correlation with word recognition than does visual perception at the second grade reading level was not upheld by the correlation analysis. The second hypothesis that categorization, one aspect of conceptualization, has a significant positive correlation with word recognition, was upheld.

39) Goldstein, Harry. Reading and Listening Comprehension at Various Controlled Rates. Teachers College, Columbia University Contributions to Education, No. 821. New York: Bureau of Publications Teachers College Columbia University, 1940.

40) Gruszcynski, Sister Mary Lauriana. An Experimental Study of Functional Reading and Listening Skills in the Fourth Grade. Doctoral dissertation. New York: Fordham University, 1957

The Hollow Listening Test was administered to 400 pupils. The author reports that direct instruction was significantly more effective than incidental teaching of listening skills.

41) Hall, Robert Oscar. An Exploratory Study of Listening of Fifth Grade Pupils. Doctoral dissertation. Los Angeles, Calif.: University of Southern California, 1954.

42) Hampleman, Richard Samuel. Comparison of Listening and Reading Comprehension Ability of Fourth and Sixth Grade Pupils. Doctor's Thesis. Bloomington, Indiana: University of Indiana, 1955. Abstract: Dissertation Abstract. 15:1757-58, 1955

From his study of 490 subjects, Hampleman reported that listening was superior to reading in the fourth and sixth grades: Listening superiority was more marked with easy materials than with difficult ones; length of passages had no effect on the relative merits of listening and reading; and increase in mental age and, to a lesser extent, chronological age decreases the differences between listening and reading comprehension. An excellent review and analysis of previous research on the relative merits of oral and visual presentation of material for learning is included.

43) Hancock, Jewell Hazel Thompson. The Effect of Listening and Discussion of Social Values Held by Sixth-Grade Children. Doctoral dissertation. Boulder, Col.: University of Colorado, 1960. Abstract: Dissertation Abstracts 21:3377, 1961.

Using 82 sixth grade pupils as subjects, Handcock reports that social leadership and responsibility, as measured by the Behavior Preference Record, increased after 24 lessons and discussions on these subjects.

44) Hayes, Mary T. Construction and Evaluation of Comparable Measures of English Language Comprehension in Reading and in Listening. Doctor's thesis. Boston: Boston University, 1957. 370 p. Abstract: Dissertation Abstracts 18:1721-22; No. 5, 1958.

This study developed measures of comparison between the reading and listening comprehension of primary grade children. Comprehension was assumed to involve visual or auditory perception of words; understanding of the idea expressed in a word or sentence; and enough understanding of the idea in relation to other ideas to classify it.

The author concluded that the test when standardized for grades 1-3 should help to determine (1) the significance of the difference between the individual child's listening and reading comprehension in terms of instructional planning; (2) the significance of no difference between the child's understanding of spoken and written language in terms of guidance practices; and (3) the possibilities indicated by a comparison of test scores for increased use of oral learning experience.

45) Henneman, Richard H. "Vision and Audition as Sensory Channels for Communication." Quarterly Journal of Speech 38:161-66, April 1952.

46) Hoffman, Miriam. "Our Listening Center Livens Language Arts." Elementary School Journal 63:381-85, April 1963.

This is a description of a listening center made in the school shop and which enables a number of children to listen to recordings of literature on ear phones. This kind of activity aids in the development of listening skills.

47) Hollingsworth, Paul M. A Study to Compare the Effect of Two Listening Programs on Reading Achievement and Listening Comprehension. Doctoral dissertation. Tempe, Ariz.: Arizona State Univ., 1964.

The purposes of this study were to compare the effect of a Modified Educational Developmental Laboratories' Listening Program and a Modified Science Builders Program on reading achievement and on listening comprehension with a control group in which no formally planned listening program was presented.

After the rules for incomplete data were applied, 298 pupils remained in the sample. The materials used were commercial programs published by Educational Developmental Laboratories' and Science Research Associates.

The results of this study indicated that, using Form 3A of the STEP Listening Test, listening comprehension was not significantly affected by the two modified listening programs.

48) Kavanagh, James Francis. An Investigation of the Most Comfortable Listening Levels for Speech. Doctoral dissertation. Madison, Wisc.: University of Wisconsin, 1960. Abstract: Dissertation Abstracts 20:4458-59, 1960.

49) Kegler, Stanley Benjamin. A Comparative Study of the Size and Nature of Reading and Listening Vocabularies. Doctoral dissertation. Minneapolis, Minn.: University of Minnesota, 1958. Abstract: Dissertation Abstracts 19:2602, 1959.

50) King, W. H. "An Experimental Investigation into the Relative Merits of Listening and Reading Comprehension for Boys and Girls of Primary School Age." British Journal of Educational Psychology 29:42-49, Feb. 1959.

51) Knower, Franklin H., and Phillips, David, and Koeppel, Fern. "Studies in Listening to Informative Speaking." Journal of Abnormal and Social Psychology 40:82-88, January 1945.

52) Launderville, Mary F. A Study of the Effectiveness of a First Grade Listening Test as a Predictor of Reading Achievement. Doctor's thesis. Iowa City: State University of Iowa, 1958. 268 p. Abstract: Dissertation Abstracts 19:3172; No. 12, 1959.

To investigate the use of a measure of listening ability in first grade reading, Sister Launderville constructed and administered a listening test called a Reading Readiness Listening Test. This test attempted to measure pupils' abilities in these areas of reading: following directions, noting details, concepts of sequence, resolving main ideas, and making inferences. The test employed pictorial representation of the correct answer and foils to each item.

Among her conclusions were: 1) a listening test of the type constructed in this study can be used to measure the varying listening comprehension abilities of beginning first grade pupils; 2) the test was as effective in predicting success in reading as was a standardized reading readiness test; 3) the rather low correlation (.235) between the two readiness tests and the fact that the multiple correlation is higher than when either of the readiness tests is used along, warrants an attempt to build a reading test that combines the features of both.

53) Lewis, Maurice S. "Teaching Children to Listen." Education 80:455-59, April 1960.

54) Lundsteen, Sara Wynn. Teaching Abilities in Critical Listening in the Fifth and Sixth Grades. Doctoral dissertation. Berkley, Calif.: U. of California, 1963.

The general purpose of this study was to explore the existence of critical listening abilities as part of general listening ability, a part which could be tested and improved by well-planned instructional procedures and materials. The abilities were: (1) Detecting the Speaker's Purpose, (2) Analyzing and Judging Propaganda, and (3) Analyzing and Judging Arguments. Critical listening was defined as the process of examining spoken materials in light of related objective evidence, comparing the ideas with some consensual data, and concluding or acting upon the judgment made.

Conclusions

1. Lessons were effective in promoting growth in critical listening abilities. For the control group, the difference in means between the initial and final scores on the "Lundsteen Test of Critical Listening" (79 items) was 5.8. The mean difference between the initial and final scores for the experimental group on the same test was 11.1. Between control and experimental groups, the difference in mean gains was 6.1. The analysis of variance gave a mean square ratio of 76.9 which is statistically significant (>.01 level) in favor of the experimental group.

From this study emerge several implications for theory and practice. There appeared to be evidence in support of the existence of related but separate critical listening abilities as part of general listening ability, a part which can be tested and improved.

55) "The Listening Skills." Supervisor's Notebook. Scott Foresman Co. No. 979, February 1957, p. 1-4.

56) McBrian, Donna Jeanne Benson. An Experimental Study of the Effectiveness of a Planned Program Designed to Teach Certain Listening Skills. Master's thesis. St. Paul, Minn.: Macalester College, 1962.

Using the Kuhlman-Anderson as a test of intelligence, the Iowa Basic Skills as a test of reading and the STEP as a test of listening, McBrian gave a series of 21 lessons in listening to 164 fifth grade pupils. No significant differences were found to have occurred as a result of the lessons.

57) McDonald, Douglas Francis. The Construction and Evaluation of Objective Tests of Oral Language Skills. Doctoral dissertation. Boston: Boston University, 1957. Abstract: Dissertation Abstracts 17:1961-62, 1957.

Experimental data is reported showing little difference in recall of material heard and read by fourth-grade children. In the fifth and sixth grades the recall was greater for reading.

58) McCormack, Sister Mary Eulogius. An Experimental Study of the Effect of a Concentrated Program of Listening Comprehension Skills on Reading Comprehension of First Grade Pupils in Selected Schools in Massachusetts. Master's thesis. Milwaukee, Wisc.: Cardinal Stritch College, 1962.

A well-performed experimental study showed that a group of 44 students given systematic listening instruction over a period of six months gained significantly over a control group in total reading, reading sentence comprehension, and paragraph comprehension. Texts of tests used and of some exercises for teaching listening are included.

59) MacDonnell, Sister M. Patrina. An experimental Study of the Effect of Intensive Training in Listening Skills on Reading and Spelling Achievement in Grade One. Master's thesis. Milwaukee, Wisc.: Cardinal Stritch College, 1962.

Using in her thesis the materials developed by McCormack, MacDonnell found that, as a result of three months of systematic listening instruction, the experimental group made significantly greater gains in reading and listening, but not in spelling, than the control group.

60) McPherson, Irene. The Effect of Direct Practice in Listening on Certain Reading Skills. Master's thesis, Greeley, Col.: Colorado State College of Education, 1951.

The improvement on a reading test by a group of 65 second grade pupils who had been given 30 practice exercises in listening was statistically significantly greater than that of a control group of the same size.

61) Markgraf, Bruce Richard. A Survey of Listening Pedagogy in American Teacher-Training Institutions. Doctoral Dissertation. Madison, Wis.: University of Wisconsin, 1960. Abstract: Dissertation Abstracts 21:699-700, 1960. Summary: Journal of Communication 12:33-35, March 1962.

62) Marsden, W. Ware. A Study to Determine the Effect of Training in Listening upon Ability to Listen. Doctoral field study. Greeley, Col.: Colorado State College of Education, 1953. Abstract: Abstracts of Field Studies for the Degree of Doctor of Education, 15:111-13, 1954.

Using 100 fifth and sixth grade pupils as subjects, Marsden reports that systematic instruction in listening resulted in significantly greater gains in listening than when no such instruction was given. Measurements were made by the oral administration of the Chicago Reading Test.

63) Marten, Milton E. The Relationship Between Expressed Interests and Listening Skills of Children in the Sixth Grade. Doctoral dissertation. Bloomington, Ind.: Indiana University, 1958. Abstract: Dissertation Abstracts 19:2295-96, 1959.

Using 45 students as subjects, Marten found no relationship between interest inventories and pupils' skills in listening to materials dealing with those interests. A correlation of .65 is reported between listening and intelligence.

64) Moe, Iver L. Auding as a Predictive Measure of Reading Performance in Primary Grades. Doctoral dissertation. Gainesville, Fla.: University of Florida, 1957. Abstract: Dissertation Abstracts 18:121-22, 1958.

Moe reports on experimental findings that show that listening test scores and mental age together are better predictors of reading performance than either one of these alone.

65) Nashville Public Schools. "Experiences in Listening." (Mimeographed). Nashville, Tenn., 1951.

An extensive and extremely useful list of various techniques used in the teaching of listening.

66) Nichols, Ralph G. Factors Accounting for Differences in Comprehension of Materials Presented Orally in the Classroom. Doctoral dissertation. Iowa City, Iowa: State University of Iowa, 1948. Abstract: Speech Monographs 15:154-63, 1948.

This thesis, which is a pioneering and ground-breaking one on listening, is the most frequently referred to of any on the subject. Two-hundred college freshmen listened to six ten-minute lectures dealing with various curricular areas. In addition to being tested for comprehension and retention of material in the lectures, the subjects were given a battery of tests in various areas of skill and aptitude. Students submitted answers to questionnaires about their listening habits and procedures. The 20 lowest and highest students were interviewed in depth. In the judgment of these college freshmen, factors involving mental set and possession of certain skills were more important to listening ability than factors involving susceptability to distractions or emotional maladjustment. Correlations of listening with intelligence of .53 and of listening and reading of .46 are reported.

67) O'Connell, April Welsh. Sensori-Perceptual Differences Between Academically and Non-Accidemically Retarded Children. Doctoral dissertation. Columbus, Ohio: the Ohio State University, 1963.

The purpose of this study "was to determine the existence of a sensori-perceptual differential in children already known to be academically retarded within the framework of a vigorously controlled study. The criterion population was defined as children two or more years retarded in school, of average or better I. Q., and who exhibited no known physical or psychological disabilities that might account for their retardation. All children were submitted to a battery of tests consisting of sensory vision tests, perceptual tests, sensory hearing tests and various tests of eye, foot, mixed, and crossed laterality, and the subtests of the WISC. Point bi-serial correlations indicated a general substantiation of the hypothesis that the perceptual aspects of vision and hearing are more related to academic retardation than are the sensory aspects."

68) O'Neill, John Joseph. Contributions of the Visual Components of Oral Symbols to the Speech Comprehension of Listeners with Normal Hearing. Doctoral dissertation. Columbus, Ohio: Ohio State University, 1951.

69) Orr, David B., Friedman, Herbert L., & Williams, Jane C. C. (American Inst. Res., Washington, D. C.) Trainability of listening comprehension of speeded discourse. Journal of Educational Psychology, 1965, 56(3), 148-156.

This study tried to determine whether training with the use of distortion-free, time-compressed speech could increase human capacity to receive spoken language without significant loss of comprehension. Male college students (16 in the experimental, 16 in the control groups) received systematic practice in listening to progressively increased rates of speech from 325 to 475 words a minute. Results indicated that increases up to double normal rate produced no significant loss in comprehension for experimental Ss; statistically significant differences between the performance of the experimental and control groups at higher rates indicated comprehension of rapid speech to be a trainable phenomenon. The data suggested that listening to speeded speech may have a beneficial effect on reading skill.

70) Owen, Jason Camillous. A Study of the Prognostic Value of Certain Measures of Intelligence and Listening Comprehension with a Selected Group of Elementary Pupils. Doctoral dissertation. Columbia, Mo.: University of Missouri, 1957. Abstract: Dissertation Abstracts 19:484, 1958.

Owen states his conclusion that a combination of listening and intelligence tests yields the best prediction of reading achievement.

71) Potter, Mary and Thurlow, Dorothy. "Listening in the Language Arts." Elementary English 40:757+, November 1963.

A description is given of a program for training first- and second-grade children in listening by means of tape recordings. The skills of following directions and self-checking of phonics were emphasized.

72) Pratt, Lloyd Edward. The Experimental Evaluation of a Program for the Improvement of Listening in the Elementary School. Doctoral dissertation. Iowa City, Iowa: State University of Iowa, 1953. Abstract: Dissertation Abstracts 13:1118-19, 1953. Summary: Elementary School Journal 56:315-20, March 1956.

In a carefully performed and controlled experiment in 40 sixth grade classes, Pratt found that lessons in listening over a period of five weeks resulted in an improvement in listening skills, as measured by an author-made test, which was greater than that shown by the control group. Lessons and two forms of the test used are included.

73) Rankin, Paul T. The Measurement of the Ability to Understand Spoken Language. Doctoral dissertation. Ann Arbor, Mich.: University of Michigan, 1926. Abstract: Dissertation Abstracts 12:847, 1952. Excerpts and summaries: "The Importance of Listening Ability." English Journal College Edition 17:623-30, October 1928; "Listening Ability." Proceedings of the Ohio State Educational Conference, Ninth Annual Session. Columbus, Ohio: Ohio State University, 1929, p. 172-83; "Listening Ability: Its Importance, Measurement and Development." Chicago Schools Journal 12:177-79, January 1930 and 12:417-20, June 1930.

74) Robinson, H. Alan. "The Directed Listening Activity." Report of the 13th Annual Conference and Course in Reading. Pittsburgh, Pa.: University of Pittsburgh, 1957, p. 79-87.

The author develops a plan for teaching listening parallel to directed reading activity composed of readiness, concept development, listening, discussion, and re-listening when possible.

75) Russell, David H. and Russell, Elizabeth F. Listening Aids Through the Grades - One-hundred-Ninety Listening Activities. New York: Teachers College, Columbia University Bureau of Publications, 1959.

76) Schultz, Jennye Faye. Potentialities of an Oral Vocabulary Test. Doctoral Dissertation. University Park, Md.: University of Maryland, 1958. Abstract: Dissertation Abstracts 20:3667-68, 1960.

Using 224 fifth and sixth grade pupils as subjects, Schultz administered the vocabulary section of the California Test of Mental Maturity orally one month after the written administration of the test. The correlation between written and oral vocabulary was .69. Pupils scoring higher on the written test were significantly better readers. The group as a whole performed significantly better on the oral test. The author suggests that the oral test score may be a good predictor of reading potential.

77) Shepherd, Terry R. A Study of the Effectiveness of Listening Instruction in Grades Five and Six. Master's thesis. Charleston, Ill.: Eastern Illinois University, 1962.

In an uncontrolled experiment using 323 fifth and sixth grade pupils as subjects, Shepherd found that two weeks of intensive instruction in listening, which stressed reasons for listening and principles of listening, resulted in a statistically significant improvement in listening as measured by the STEP Test.

78) Smith, Mary K. "Measurement of the Size of the General Vocabulary through the Elementary and High School." Structure Psychology Monographs 24: 311-345, 1941.

79) Smith, Thomas Wood. Auding and Reading Skills as Sources of Cultural Bias in the Davis-Eells Games and California Test of Mental Maturity. Doctoral dissertation. Los Angeles, Cal.: University of Southern California, 1956.

80) Trivette, Sue Eloise. An Investigation of the Effect of Training in Listening for Specific Purposes. Master's thesis. Johnson City, Tenn.: East Tennessee State College, 1959. Summary: Journal of Educational Research 54:276-77, March 1961.

81) Wagner, Guy W. "What Schools Are Doing in Developing Listening Power." Education 73:247-52, December 1957.

82) Weir, Sister Mary Edith. Development of the Listening Skills in the English Program of the Primary Grades. Master's thesis. Cleveland, Ohio: St. John College, 1957.

83) Welsh, George B. An Investigation of Some Predictive Factors in Auding Ability. Doctoral Dissertation. Pittsburgh, Pa.: University of Pittsburgh, 1954. Abstract: Dissertation Abstracts 14:2407-08, 1954 and Speech Monographs 22:153, June 1955.

As the result of a factor analysis, the author concludes that listening ability is a central factor with no direct relation to reading ability and that it is adequately measured by the tests used.

84) Wilt, Miriam E. "Let's Teach Listening." Creative Ways of Teaching the Language Arts. Leaflet 4. Champaign, Ill.: National Council of Teachers of English, 1957.

The first step in teaching listening is for the teacher to examine her own listening habits. "Children learn best those things they live and do; they learn from each other. They cannot learn how to speak by listening entirely to the teacher speak, nor can they learn to listen to their peers when they seldom have the opportunity to listen to their peers." A number of activities useful in teaching listening are listed.

85) -----. "Listening Skills Can Be Improved." Instructor 72(5):6+, January 1963.

Although children listen when they first come to school, they do not do so objectively, appreciatively, or critically. To teach them to do so is the task of the school. That to which the child is asked to listen in school should be worthy of time and thought. Without pre- and post-discussion, listening skills will not improve by the mere act of listening.

86) -----. "Speaking and Listening in the Elementary School." Pennsylvania University Schoolmen's Week Proceedings, 1951:132-38.

A particularly harmful classroom practice is that of having children listen to material being read aloud that they have already read silently.

87) -----. A Study of Teacher Awareness of Listening as a Factor in Elementary Education. Doctoral dissertation. State College, Pa.: Pennsylvania State College, 1949. Abstract: Abstracts of Doctoral Dissertations. Pennsylvania State College, 1949. Summary: Journal of Educational Research 43:626-36, April 1950, and The Teaching of Listening and Why Monograph on Language Arts, No. 66. New York: Row-Peterson, 1951.

In answer to a questionnaire teachers estimated that elementary pupils spend 77 minutes per day in listening. Observations in 18 classrooms showed that children were expected to listen an average of 158 minutes a day. Of this time 54 per cent was spent in listening to the teacher. In response to the questionnaire 61 per cent of the teachers rated reading as the most important language art skill; 16 per cent ranked listening as the most important.

88) Witty, Paul A. and Sizemore, Robert A. "Studies in Listening." Elementary English 35:538-52, December 1958, 36:59-70, January 1959. 36:130-40, February 1959, 36:297-301, May, 1959.

89) Wright, Evan Leonard. The Construction of a Test of Listening Comprehension for the Second, Third and Fourth Grades. Doctoral dissertation. St. Louis, Mo.: Washington University, 1957. Abstract: Dissertation Abstracts 17:2226-27, 1957.

Some of the above annotations were taken from Duker's Listening Bibliography.

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